DOCUMENT RESUME

ED 261 231 CE 042 456

TITLE Correctional Training/Graphics Program. Final Report 1984-85.
INSTITUTION Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE 85
NOTE 9p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Vocational Education; Agency Cooperation; Cooperative Planning; *Cooperative Programs; *Correctional Education; County Programs; County School Districts; Curriculum Development; Employment Programs; *Graphic Arts; Job Training; Postsecondary Education; *Printing; Production Techniques; Regional Schools; Remedial Instruction; Remedial Programs; *Trade and Industrial Education; Vocational Schools

ABSTRACT

A project was undertaken to establish a graphic arts printing program to help inmates of the county correctional institution develop marketable skills. Plans were formulated to combine remedial instruction with training in graphic arts and printing techniques. Job Training Partnership Act funds were used to purchase the equipment necessary to provide instruction in the following areas: collating and binding, layout and composition, stripping, and platemaking and printing. Of the 24 inmates who were served by the program, 7 developed the skills necessary to do 2- and 3-color printing. After their release, these students secured employment in the printing trade field. The county vocational and technical high school involved in the program has made a commitment to continue the program for another year. (MN)

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FINAL REPORT

OF

CORRECTIONAL TRAINING/GRAPHICS PROGRAM

1984-85

MIDDLESEX COUNTY VOCATIONAL AND TECHNICAL HIGH SCHOOL
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Project Duration: 3-1-85
Beginning Date

6-30-85
Ending Date

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FUNDED UNDER SECTION_____ OF P.L. 94-482

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PROJECT TITLE: CORRECTIONAL TRAINING/GRAPHICS PROGRAM

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: MIDDLESEX COUNTY VOCATIONAL AND TECHNICAL HIGH SCHOOL

ADDRESS: P.O. Box 220 - 112 RUES LANE

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==========

ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followd, state and local priorities emphasized and the expected contribution of the project to vocational education).

See attached sheet

ABSTRACT

Description of Project

There is a need to provide a comprehensive system of vocational training and job placement services to the inmate population of the Middlesex County Adult Correctional Center. In the year ahead, over 5,000 inmates will pass through the Correctional Center, and it is projected that over 4,600 will return directly to their communities. The provision of vocational services can serve to increase personal stability after release and thereby reduce the potential for repeat offenses.

Studies in Middlesex County have shown that at the time of arrest 51% of the inmates were either unemployed or underemployed and half had not finished high school. In a realistic manner, this provides one last link in our efforts to establish a truly thorough and efficient educational system. Predictably, a certain number of students are simply not reached by traditional educational strategies. Since such students represent such a large proportion of the correctional population, there is a unique opportunity for remediation of academic and vocational skills by means of programming with this population.

The funds requested will be used to establish a graphic arts printing program at the county correctional institution. Inmates will be selected to participate in this vocational learning program. The goal of the program will be to develop marketable skills in the printing area.

A. INTRODUCTION

1. Problem: There is a lack of vocational opportunities at county correctional institutions. The inmates detained in such facilities are usually offered physical education and/or library privileges. The only semblance of vocational training may be the opportunity to work in the kitchen and/or laundry room.

A study conducted by the Middlesex County Correctional Department revealed that 51% of the inmates incarcerated at the Middlesex County Adult Correctional Facility were unemployed or under-employed at the time of their arrest. In addition, 50% had completed the 11th grade or less.

It became apparent that if we are to return these inmates to our neighborhoods with the expectation of reduced likelihood of criminal activitiy, then we must provide programs in the institution, which maximizes socially stabilizing influences.

One means is the development of marketable skills in an occupational area provided via vocational education.

2. Objectives:

1. Inform all inmates of the availability of a graphics program.
2. Screen candidates for the program.
3. Select candidates for the program.
4. Provide occupational training to that portion of the inmate population selected to participate in the commercial foods program.
5. Develop a modular course of study for the program.
6. Select and order the equipment needed to operate this program.

3. Related Research:

As was presented in the needs analysis in the previous section, the Department of Corrections and Youth Services employed the Moyer Associates of Chicago, Illinois in 1980 to conduct a detailed correctional needs assessment and program plan for the construction of a new institution. The above-stated findings indicated that at the time of arrest, half of the inmates were both undereducated and underemployed. On the basis of this documentation, a building design which included significant space allocations for guidance and counseling, remedial academics and vocational training was authorized.

These findings were far from surprising. By 1967, the crime problem had reached such proportions as to constitute a national emergency. A Presidential Commission on Law Enforcement and the Administration was authorized to study the system needs. Their main report, The Challenge of Crime in a Free Society, overwhelmingly indicted those past correctional systems and called for sweeping changes. Corrections could no longer be viewed as a separate function but rather must work in partnership with community resources for the improvement of the offender and the betterment of our communities. This report documented that the majority of offenders are severely handicapped by educational deficiences and were thereby prevented from succeeding in a labor market that increasingly demands at least a high school education. In spite of this need, the Commission found that "traditional work and vocational training programs within correctional institutions have not effectively solved such problems." (Page 174)

The Commission went on to recommend a new partnership between community agencies and institutions in order to more effectively prepare the offender for his release.

The major new direction established by the Commission was followed in 1973 by the Reports of the National Advisory Commission on Criminal Justice Standards and Goals. Where the earlier plan had presented a broad new management philopshy, this later document provided the concrete standards for the practical application of such methods. In specific regard to the area of vocational and educational services, Corrections Standard 7.1, Paragraph 4b stated that community resources should be made available within the institution to serve "as effective bridges to community life." (Page 238).

It simply stands to reason that cooperative programming arrangement maximize the rehabilitative impact upon the offender by best utilizing available expertise and furthermore by setting up institutional programming which could readily be continued in the community upon release. It is with this progressive correctional approach that the present programming has been conducted, and it is our hope that this final link in our programming plan will be funded in order that we may establish a fully comprehensive services plan.

B. REPORT

1. Procedures Used:

Information and recruitment were the first elements of the program. The inmate population was informed of the availability of vocational training in the printing trade. Those individuals indicating an interest were screened and then interviewed by both the vocational instructor and the officials of the correctional institution.

As a result of this process, a pool of potential students was established. This pool consisted of approximately 50 inmates.

The program started with 20 students. Ten students attended classes from 9:00 to 11:30 a.m. and ten students attended classes from 1:00 to 3:30 p.m. on a daily basis.

The students received instruction in the following modules:

1. Collating and binding
2. Layout and composition
3. Stripping
4. Platemaking and printing

2. Findings:

The JTPA office provided the funds for the instructor and the Middlesex County Vocational and Technical High School provided funding for supervision, supplies, inservicing of the instructor and other equipment. The funds for the vocational division ($25,000) purchased the initial start up equipment.

The actual equipment purchased via the vocational funding was as follows:

Paddy Press	Punch and Binder
Light Table	Platemaker
A.B. Dick Copier	A.B. Dick Offset Press
IBM Typewriter	Silk Screen Kit
Paper Cutter	Stapler
Offset bench	Copier cabinet

The program can be characterized as successful. For the 1985-86 school year, Middlesex County Vocational and Technical High School has made a commitment to continue this program.

A total of 24 inmates were served by this program. Seven students developed skills to such a degree that they began to do 2-color and 3-color printing. The students were released and secured employment in the printing trade field.

The program, although being a new program experienced several growing pains, was viewed as a total success. The interest on the part of the inmates and officials at the insititution was so positive that a decision was made to seek J.T.P.A. support for the 1985-86 school year.

In June, 1985 we were informed, the J.T.P.A. office have approved our proposal and the program has become a J.T.P.A. training station.

The program illustrated it is feasible to establish a vocational program in county correctional institutions.

The population served was the inmates incarcerated in the county correctional facility established for males. The nature of the institution prevented female participation. However, the program could be and should be considered for the female inmates as well.